

Purpose

The purpose of this data collection is to gather student information on **English learners and immigrant students enrolled on November 2 of the collection year**. This report consolidates all data needs of the Office of English Learning & Migrant Education.

Impacts

- ✓ The DOE-LM collection provides a count of limited English proficient students (English learners) to generate per-pupil funding for Title III (federal grant) and the Non-English Speaking Program (state grant) and a count of immigrant students for Title III Significant Immigrant Influx (federal grant).
- ✓ The DOE-LM collects testing results from the English language proficiency placement and annual assessments for accountability purposes and for public schools to report the Lau-required 1974 English language development program.

Audience

This is a **REQUIRED** collection for:

- ✓ Public schools (Traditional and Charter)
- ✓ Nonpublic schools participating in the CHOICE Scholarship program for the current school year.
- ✓ Accredited Nonpublic schools voluntarily participating in WIDA ACCESS for ELLs

This is an **OPTIONAL** collection for:

- ✓ Accredited Nonpublic Schools (Fully Accredited and Freeway) not participating in Choice
THESE SCHOOLS MUST REQUEST PARTICIPATION: Email STN_Support@doe.in.gov with your request, your School ID (and diocese ID if applicable), and an assurance that all eligible students will be submitted.

Collection Phases

PHASE	BEGINS	ENDS
Submission Only (No Signoff)	November 2, 2015 8:00 a.m. EST	November 20, 2015 11:59 p.m. EST
Submission with Signoff	November 23, 2015 8:00 a.m. EST	December 11, 2015 11:59 p.m. EST

When a collection closes and the data are considered final by the state, no corrections or additions are allowed.

You will not be able to sign off until all students on the LM-STN Reconciliation Report, LM Verification Report are addressed **AND** your "Percent Trained on WIDA" has been completed.

Instructions

- The required data should be collected, combined into a file, and submitted to the Indiana Department of Education through the Application Center.
- The file may be of CSV or XML formats contained in this document. This file must contain all the fields in the order described in the data layout below.
- An input screen is available in the Application Center, under Data Transfer>Input Forms>English Learners. This screen will also allow submitted student data to be edited and/or deleted.
- Any Public or Choice School with *neither English Learners nor Immigrant students* to submit must mark the "No Records" checkbox and Signoff.
- IDOE provides a "**Starter File**" found in the Application Center under Administration>Retrieve Data, File Type: Language Minority – DOE Source. (RT-EM data in conjunction with previous year's LM data allows IDOE to provide a DOE-LM file with many of the fields pre-populated)
- IDOE also provides an interactive report **LM Verification Report** (Data Verification>Reports>LM/ELL/Immigrant>LM Verification Report), of students reported previously on LM and submitted by your school on RT-EM (this gives a list of students that do not have a current LM record reported)
- Each student listed will need to be addressed either by submitting an LM record, correcting your RT-EM data or verifying that the student is not eligible for the DOE-LM collection (i.e., was previously submitted in error).

Instructions cont.

- IDOE also provides an interactive report **LM-STN Reconciliation Report** (Data Verification>Reports> LM/ELL/Immigrant>LM-STN Reconciliation Report) which will provide a list of students that are enrolled on count day in your school AND have a Non-English language reported on their STN data; but, have not been included on the LM submission.
- Students on the LM-STN report will need to be addressed by (a) correcting their RT-EM records (b) correcting their STN data or (c) submitting an LM record
- English Language Proficiency Level (field 4) should contain the results of either the previous spring (2015) WIDA ACCESS for ELLs or current school year's placement test (W-APT) for public school students who are in formal monitoring and are current Limited English Proficient (LEP) or recently reclassified Fluent English Proficient (FEP)
- Data must be collected for all English learners enrolled in the corporation/school, whether or not the student participates in a language development program

View Your **LM-STN RECONCILIATION REPORT** as soon as collection opens!

The single biggest mistake people make is not being aware of all of their students submitted via the STN Collection with non-English languages.

Definitions of an English Learner Student

English learner (EL): a student for whom at least one of the following is (or was) true based on the student's **original** Home Language Survey (HLS) completed the first time a student enrolls in an Indiana school corporation (i.e. typically kindergarten or first grade, or when a student moves to Indiana from out of state.)

1. The native language of the student is other than English;
2. The language most often spoken by the student is other than English;
3. The language spoken most often by the student in the student's home is other than English.

Definitions of an Immigrant Student

Immigrant student:

- A student aged 3-21 (as of **November 3, 2015**), who was not born in any U.S. State (or U.S. territory, such as Puerto Rico)
- A student who has **not** been attending one or more schools in any one or more states for more than three full academic years (three years includes kindergarten and home schooling, but not preschool).
- An immigrant student need not be an English Learner to be included in this collection. Native English-speaking immigrant students should be reported using Code NES (Immigrant student who is a Native English Speaker), in Field 4, *English Language Proficiency Level*. and Code 7 (N/A) for Field 5, *Instrument Used*.

NOTE: Immigrant status is NOT AFFECTED by the age at which the student came to the United States.

Data Layout and File Formats

Field Order	Fieldname Description	Length	Data Field Specification and Requirements	Notes
1 A	School Number	4	State-Assigned School ID Required Field: Yes	School building where the student is located.
2 B	Student Test Number (STN)	9	Official Student Test Number (STN) assigned to student Required Field: Yes	All but the first record will fail if an STN appears in the same file more than once. Note: The STN must exist in the STN Lookup.

Field Order	Fieldname Description	Length	Data Field Specification and Requirements	Notes
3	Grade Level	2	<p>Allowable Codes Are:</p> <p>PK = Pre-Kindergarten Ages 3-5 (for immigrant students only) KG = Kindergarten 01 = Grade 1 02 = Grade 2 03 = Grade 3 04 = Grade 4 05 = Grade 5 06 = Grade 6 07 = Grade 7 08 = Grade 8 09 = Grade 9 10 = Grade 10 11 = Grade 11 12 = Grade 12 13 = Grade 12+/Adult</p> <p>Required Field: Yes</p>	<p>The reported grade level must exist in this schools grade span as reported on the DOE-MF Master File/School Directory.</p> <p><u>Pre-Kindergarten (PK) students</u> should only be reported on DOE-LM if they are Immigrant students (i.e., of non-U.S. origin). See Field 6.</p> <p>Grade 13: These may be students who received Certificates of Completion or Course Completion and who have returned for further education and possibly to earn a regular or other diploma. These may be special education students who return for further education after their intended graduation year.</p>
C				
4	English Language Proficiency Level	3	<p>What is the attained proficiency level in the English language?</p> <p>Allowable Codes Are:</p> <p>0 = Student is PK (PK assessments are not required and should not be reported.)</p> <p>1.0-1.9 = Level 1 – Entering (LEP) 2.0-2.9 = Level 2 – Emerging (LEP) 3.0-3.9 = Level 3 – Developing (LEP) 4.0-4.9 = Level 4 – Expanding (LEP) 5.0-6.0 = Level 5 & 6 – Bridging & Reaching (FEP)</p> <p>NEW CODE NES=Native English Speaker(Immigrant only)</p> <p>Code 7 Removed IEP CANNOT PROHIBIT ASSESSMENT</p> <p>8 = No assessment AND student no longer available</p> <p>REQUIRES DOE APPROVAL: NWilliamson@doe.in.gov</p> <p>NOTE: If Kindergarten W-APT was used, convert Kindergarten W-APT results to Proficiency Levels as follows: "Low" = Level 1 or 2 Medium = Level 2 or 3 "High" = Level 3 or 4 "Exceptional" = Level 5</p> <p>NOTE: <i>Except where codes 0, 6 or 8 apply</i>, all students must have a proficiency level. See FAQ #10 below for more information.</p>	<p>Levels 1.0-4.9 are Limited English Proficient (LEP)</p> <p>Level 1 (Entering): Students performing at this level of English language proficiency begin to demonstrate receptive or productive English skills. They are able to respond to some simple communication tasks.</p> <p>Level 2 (Emerging): Students performing at this level of English language proficiency respond with increasing ease to more varied communication tasks.</p> <p>Level 3 (Developing): Students performing at this level of English proficiency tailor the English language skills they have been taught to meet their immediate communication and learning needs. They are able to understand and be understood in many basic social situations (while exhibiting many errors of convention) and need support in academic language.</p> <p>Level 4 (Expanding): Students performing at this level of English language proficiency combine elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of conventions are still evident.</p> <p>Level 5 & 6 Fluent English Proficient (Bridging & Reaching): Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. Students speak, understand, read, write, and comprehend in English without difficulty and display academic achievement comparable to native English-speaking peers. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary. Level 5 & 6 allowed for FEP students only.</p> <p>NES=Native English Speaker: This code is used only for immigrant students from English speaking countries (i.e., England, Australia).</p>

Field Order	Fieldname Description	Length	Data Field Specification and Requirements	Notes
D				<p>The definition of immigrant is provided in the Purpose section at the beginning of this document.</p> <p>Code 7 no longer allowed: By law, an IEP cannot prohibit assessment</p> <p>8 = No assessment AND student no longer available – To be used when no proficiency level is available (and FAQ 10 cannot be applied) and student is no longer available for assessment. Code 8 requires approval from the DOE Office of English Learning and Migrant Education.</p>
5	Instrument Used	1	<p>What is the instrument used to measure the English proficiency level?</p> <p>Allowable Codes Are:</p> <p>Codes 1-3 Removed. Woodcock–Munoz, Language Assessment Scales (LAS) and Idea Proficiency Test (IPT) should be reported as Code 4.</p> <p>4 = Other Nonpublic Assessment: English language proficiency assessment not funded by State DOE or other ELP assessment completed by Nonpublic School</p> <p>5 = WIDA ACCESS for ELLs (Spring 2015)</p> <p>6 = W-APT (WIDA ACCESS Placement Test) (Fall 2015)</p> <p>7 = N/A (For use with Proficiency Level codes 0 [for PK], 5, 6 or 8)</p> <p>8 = Not assessed as required, without external cause.</p> <p>9 = Not assessed, With Cause (due to uncontrollable circumstances – See Field Notes for this Code at right.).</p> <p>Required Field: Yes</p>	<p>Previous spring or current school year test only (refer to Purpose section)</p> <p>4 = Nonpublic English language proficiency assessment Not Funded by State DOE or other ELP assessment- ONLY to be used where a student was assessed by a non-Choice, Nonpublic school with an assessment that was not provided through the DOE or another ELP assessment. (WIDA ACCESS for ELLs completed by Public and Choice Voucher schools must still be submitted as Code 5.)</p> <p>5= WIDA ACCESS for ELLs- Code 5 is accepted for English learners who participated in the required annual English language proficiency assessment in the spring of 2015</p> <p>6 = W-APT -. Code 6 may also be used for W-APT administered in the spring of 2015 for students entering school after the WIDA ACCESS for ELLs window has closed.</p> <p>7 = N/A Not Applicable – Code 7 is accepted for FEP students not included in proficiency testing (e.g. Pre-K students, former LEP students, and native English speakers).</p> <p>8 = Not Assessed as Required, Without Cause – Student assessment was not completed and none of the allowable <u>causes listed below</u> apply.</p> <p>9 = Not Assessed, With Cause – Allowable causes are limited to:</p> <ul style="list-style-type: none"> • Student was out of state throughout Assessment Window. • Student was expelled/suspended throughout Assessment Window. • School Closed due to snow, floods, etc. throughout Assessment Window. • Student was being home schooled or enrolled in a nonpublic school not required to assess students.
E				

COLLECTION YEAR 2015-16

Field Order	Fieldname Description	Length	Data Field Specification and Requirements	Notes
6 F	Non-U.S. Origin	1	Was the student born outside of the U.S. or what are considered U.S. territories such as Puerto Rico, US Virgin Islands, Marshall Islands or Guam? Allowable Codes Are: Y = Yes N = No Required Field: Yes	For English learners born within the U.S. or its territories, submit N (No).
7 G	Country of Origin	3	Code for the country from which the student originated. Allowable Codes Are: 001 – 193 Required Field: YES, if the student has a Non-U.S. Origin value of ‘Y’. Required Field: No (leave blank if "Non-U.S. Origin is "N")	Please see the Country of Origin Codes table to identify the correct code for each student. (See References section below.) Code 194 for a country not listed is no longer allowed. If you believe you have a Country of Origin not on the list, please email STN_Support@doe.in.gov .
8 H	DOE USE ONLY	0	Reserved; do not use. Required Field: Leave blank (This field must exist but will be blank.)	NOTE CHANGE!
9 I	Length of U.S. Enrollment	1	How long has the immigrant student been enrolled in U.S. schools <u>excluding time in Prekindergarten?</u> (<i>Dates in parentheses indicate initial enrollment dates in U.S. schools that correspond with the length of enrollment calculation, assuming the student attended continuously.</i>) Allowable Codes Are: 0, 1, 2, 3, 7 0 = First year – less than 162 days or Prekindergarten students 1 = One year or 162-323 days enrolled 2 = Two years or 324-485 days enrolled 3 = Three years or 486 days or more 7 = Not applicable, student is not an immigrant student (as defined above). Required Field: Yes	Length of enrollment (less than three years in K-12) is used to determine qualification as an ‘immigrant student’ if the student was also born outside of the U.S. Length of enrollment is cumulative and does not start over for students with interrupted schooling in the U.S. Codes 4, 5 and 6 are intentionally omitted. Tracking beyond three years is no longer required. NOTE: Immigrant Students with Code 3 do not need to be submitted for the LM unless they have a Language Code other than English (Language Code 211) Code 7 is for ALL NON-IMMIGRANT STUDENTS who are being submitted only because of their EL status.
10 J	Foreign Exchange	1	Is the student a foreign exchange student? Allowable Codes Are: Y = Yes N = No Required Field: Yes	Reporting of Foreign Exchange students is REQUIRED. Placement Tests are required for all foreign exchange students who have a language other than, or in addition to, English, on the home language survey. This follows the same process for ALL students.
11	Instructional Program	1	What English Language education instructional program is providing service? Allowable Codes Are: 1 = Transitional Bilingual Education (TBE) 2 = ESL program 3 = Pull-out ESL 4 = Content-based ESL 5 = Regular education program 6 = ESOL	1. Transitional Bilingual Education: TBE is an instructional program in which subjects are taught through two languages--English and the native language of the English learners -- and English is taught as a second language. English language skills, grade promotion and graduation requirements are emphasized and L1 is used as a tool to learn content. The primary purpose of these programs is to facilitate the LEP student's transition to an all-English instructional environment while

Field Order	Fieldname Description	Length	Data Field Specification and Requirements	Notes
			7 = Sheltered English 8 = Structured Immersion 9 = Heritage Language	<p>receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through L1 decreases. Transitional bilingual education programs vary in the amount of native language instruction provided and the duration of the program (U.S. General Accounting Office, 1994). TBE programs may be early-exit or late-exit, depending on the amount of time a child may spend in the program. This instruction program may be provided via several methods, including both pull-out and push-in.</p> <p>2. ESL: English as a second language (ESL) is an educational approach in which English learners are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content) and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program. Every bilingual education program has an ESL component (U.S. General Accounting Office, 1994). This instruction program may be provided via several methods, including both pull-out and push-in.</p> <p>3. Pull-out ESL: A program in which LEP students are "pulled out" of the regular, mainstream classrooms for special instruction in English as a second language (Baker, 2000). This instruction program may be provided via several methods, including both pull-out and push-in.</p> <p>4. Content-based ESL: This approach to teaching English as a second language makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction (Crandall, 1992). This instruction program may be provided via several methods, including both pull-out and push-in.</p> <p>5. Regular education program: This code is appropriate for the following situations:</p> <ul style="list-style-type: none"> • A student who has attained the English proficiency level of <i>fluent</i> and performs well within the school district's regular education program. • An LEP student whose parents have declined English language development services. • An English learner served solely through the special education program (not receiving English development services), due to a documented severe cognitive disability. • Native English speaking immigrants. <p>6. ESOL: English language development (ELD) means instruction designed specifically for English learners to develop their listening,</p>

Field Order	Fieldname Description	Length	Data Field Specification and Requirements	Notes
				<p>speaking, reading, and writing skills in English. This type of instruction is also known as "English as a second language" (ESL), "teaching English to speakers of other languages" (TESOL), or "English for speakers of other languages" (ESOL). ELD, ESL, TESOL or ESOL standards are a version of English language arts standards that have been crafted to address the specific developmental stages of students learning English. This instruction program may be provided via several methods, including both pull-out and push-in.</p> <p>7. Sheltered English: An instructional approach used to make academic instruction in English understandable to English learners to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction differs from ESL in that English is not taught as a language with a focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects (National Clearinghouse for Bilingual Education, 1987). This instruction program may be provided via several methods, including both pull-out and push-in.</p> <p>8. Structured Immersion: In this program, English learners receive all of their subject matter instruction in their second language. The teacher uses a simplified form of the second language. Students may use their native language in class; however, the teacher uses only the second language (Snow, 1986). The goal is to help minority language students acquire proficiency in English while at the same time achieving in content areas. This instruction program may be provided via several methods, including both pull-out and push-in.</p> <p>9. Heritage Language: Heritage language program develops a student's native language skills (i.e. Spanish for Spanish speakers, German for German speakers). This instruction program may be provided via several methods, including both pull-out and push-in.</p>
K			Required Field: YES	
12	High Ability (Gifted & Talented) Participant	1	<p>Does the student participate in a High Ability (Gifted and Talented) program?</p> <p>Allowable Codes Are: Y = Yes N = No</p> <p>Required Field: YES</p>	Yes if the student was identified through corporation multifaceted student assessment plan and is served in high ability programming.
L				

Field Order	Fieldname Description	Length	Data Field Specification and Requirements	Notes
13	ESEA Title I Program	1	What Title I program is providing service to the student? Allowable Codes Are: 1 = Regular Title I, Part A program 2 = Migrant Title I, Part C program 3 = Both regular Title I, Part A program & Migrant Title I, Part C program 4 = None	1 = Regular Title I, Part A: A student receiving services through a regular Title I school wide or targeted assistance program (mostly at elementary) 2 = Migrant Title I, Part C: A student who has been identified as migrant with a valid Certificate of Eligibility (COE), as determined by the IDOE Office of English Learning and Migrant Education and receiving services through a Title I, C Migrant Education Program 3 = Both Title I, Part A and Migrant Title I, Part C: A student receiving services through both 1 and 2. 4 = None: A student not participating in Title I and not identified as migrant.
M			Required Field: Yes	

Where to Report

STN Application Center: <https://ac.doe.in.gov/AppCenter/Main.aspx?pageid=6>

Example Data File Formats

The following section contains example data files in the allowed comma delimited and XML formats:

Comma Delimited Format

```
0001,000102001,PK,2,3,Y,001,,1,N,2,N,2
0001,000102002,10,1,2,N,193,,2,N,2,N,2
0002,000202001,02,5,3,N,,,,N,5,Y,1
```

E(x)tensible Markup Language (XML) Format

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<XIF_LMData>
  <Corporation Id="8800">
    <School Id="0001">
      <Student STN="000102001">
        <Demographics EnglishProficiencyLevel="2"
          InstrumentUsed="3" NonUSOrigin="Y" CountryOfOrigin="001" OtherCountry=""
          LengthOfEnrollment="1" ForeignExchange="N"
          InstructionalProgram="2"
          GiftedTalented="N" ESEATitleIProgram="2" />
        <SchoolUse Grade="PK"/>
      </Student>
      <Student STN="000102002">
        <Demographics EnglishProficiencyLevel="1"
          InstrumentUsed="2" NonUSOrigin="N" CountryOfOrigin="193" OtherCountry=""
          LengthOfEnrollment="2" ForeignExchange="N"
          InstructionalProgram="2"
          GiftedTalented="N" ESEATitleIProgram="2" />
        <SchoolUse Grade="10"/>
      </Student>
    </School>
    <School Id="0002">
      <Student STN="000202001">
        <Demographics EnglishProficiencyLevel="5"
          InstrumentUsed="3" NonUSOrigin="N" CountryOfOrigin="" OtherCountry=""
          LengthOfEnrollment="" ForeignExchange="N"
          InstructionalProgram="5"
          GiftedTalented="Y" ESEATitleIProgram="1" />
        <SchoolUse Grade="02"/>
      </Student>
    </School>
  </Corporation>
</XIF_LMData>
```


Reporting Students

Submit **only** students that fit one or more criteria below AND are enrolled on count date in your school:

1. Students that have a language other than English on their **original** HLS; including Students fluent English proficient (FEP), the student will still continue to be submitted to the DOE-LM each year until reaching age 22
2. Students with Limited English proficient (LEP)
3. Students born in an English speaking country, other than US or US territory, and fit the definition of Immigrant
4. Students born abroad to US Military Personnel
5. PK students that meet the definition of an Immigrant
6. Students with Limited English Proficiency (LEP) whose parents have declined services
7. Students born abroad and brought to the US (i.e. adopted) Immigrant status is NOT affected by the age at which the student came to the US

Students Not Reported

1. Do **not** report a student who indicated only English for all three questions on the original HLS and is not an immigrant student.
2. PK students that DO NOT fit the definition of an Immigrant
3. Students under the age of 3 or older than 21
4. Students with a hearing impairment who rely on American Sign Language and the native language is English

Reporting Length of US Enrollment

1. Report student's cumulative length of enrollment in US schools; not just your school. Length of enrollment does not start over upon re-enrollment in a US school.
2. US Enrollment begins with the student's KG or later grade level. Enrollment in PK does not count.
3. First year of enrollment indicates this is the student's first year enrolled in a US school. The student has not completed a full year of US enrollment.
One year of enrollment indicates the student was enrolled in a US school at some point in a prior reporting year. The student has completed a full year of US enrollment.
4. EL Students US born and only attending US schools should be reported in Field 9/Length of US Enrollment as code 7 indicating "Not Applicable".

Reporting Students Not Tested

1. Students newly enrolled with a language other than English indicated on the original HLS **MUST** be given the WIDA-Access Placement Test (W-APT).
2. Students with IEP's **MUST** be assessed. IEP's can no longer prohibit assessment.
3. Students that test as FEP will not participate in any further language assessments. (but, are reported as they qualify as an LM student)
4. Students that reach level 5.0-6.0 (Bridging & Reaching FEP) will not participate in any further language assessments. (but, are reported as they qualify as an LM student)

Conflicts

- A student should be counted only once, by the school where the student is receiving an education on count day
- Conflicts need to be resolved quickly and accurately
- Verify your record is correct and work with the other school reporting the same student to resolve the conflict.

Reporting Unusual Assessment Situations

LM Scenario	For Proficiency Level (Field 4)	For Instrument Used (Field 5)
Student missed one year of assessment	Report previous assessment level.	Code 8 – Not assessed as required, <i>without cause</i> .
Student missed more than one year of assessment	Administer W-APT and report placement level.	Code 8 – Not assessed as required, <i>without cause</i>
Student had no WIDA Proficiency Level due to uncontrollable circumstances (e.g., flood or snow prevented administration of part of assessment, student was expelled, suspended or out of the state throughout the Assessment Window)	Report previous assessment level.	Code 9 – Not assessed as required, <i>with cause</i> .
Public/Charter Student assessed with WIDA at <u>Nonpublic, Non-Accredited school</u> last spring (DOE data does not include these results)	Report Proficiency Level from printed WIDA results	Report using Instrument Code 4 "Nonpublic ELP Not Funded by State DOE"
Other: Application Center is rejecting correct data (e.g., due to previously submitted bad data or an error in assessment process)	Contact EL Specialist Nathan Williamson nwilliamson@doe.in.gov	
Language Code does not exist	Submit a Language Code Addition Request using this link HERE	

References and Contacts

Stn_support@doe.in.gov – reference collection in subject line #LM, provide Corp/School #, provide STN only
 Nathan Williamson, EL Specialist – nwilliamson@doe.in.gov
[Office of English Learning & Migrant Education website](#)
[IDOE- Title III and NESP \(English Learners\) Learning Connection Community](#) (Login Required)
[Language Codes](#)
[Country of Origin Codes](#)

Document Change History

The following section contains a history of changes made to the English Learners and Immigrant Students (DOE-LM) document from the prior version.

Version	Change History
04.29.15	New Code (NES) Field #4 Dates updated New WIDA Proficiency Levels Field #4 Document reformatted Structure of "Scenarios" and "FAQs" changed to be more user-friendly
	Start of 2015-2016 Collection
10.03.14	Dates updated for 2015 Collection, including Count Date (November 3) New report required prior to Signoff: "Percent Trained on WIDA" Window for Delinquent Data removed Field 4 English Proficiency Level: Code 7 "IEP Prohibits Assessment" removed Field 4 English Proficiency Level: Code 8 "No assessment, student not available" added Field 5 Instrument Used: Codes 1-3, for various Nonpublic assessments, removed Field 7 Country of Origin: Code 194 "Country Not Listed" Removed Field 8 No longer used, leave blank Field 11 Instructional Program: Code 9 "Heritage Language" added Positional File Format no longer accepted Scenario 8: Updated to reflect that IEPs cannot prohibit assessment Unusual Scenarios: Updated to reflect that IEPs cannot prohibit assessment Unusual Scenarios: Contact provided for review of failed records believed to be valid

Version	Change History
	FAQ 10: Contact given for related scenarios not covered in FAQ.
	Start of 2014-2015 Collection
12.12.13	Layout enhanced with video links English Prof. Level – Code 0 Clarified: PK may be assessed, but results are not reported English Prof. Level – Note changed to indicate exceptions for a Prof Level being required FAQ 10: Now applies to students not assessed whether with or without cause
11.19.13	Collection windows/phases revised Instrument Codes 5 & 6 corrected/updated from "2012" to "2013"
11.05.13	Audience – Nonpublic Choice Schools now required to submit LM Audience – Other nonpublics must request participation Definitions – Immigrant status not affected by age of entry into US. Important Reminder Added to review LM-STN Reconciliation Report ASAP Foreign Exchange students must be submitted & if EL, assessed with LAS Links Placement Updated from Collection Windows to Collection Phases Collection Window: Dates updated EL Proficiency Level – New Code 0 for ALL PK students EL Proficiency Level – Code 8 for Incomplete Assessments removed Instrument Used – Code 4 now only for ELP assessments completed by Nonpublic schools Instrument Used – Code 7 "N/A" now used for ALL PK since assessment is not reported Instrument Used – Code 8 now only for students not assessed WITHOUT allowed cause Instrument Used – Code 9 now only for students not assessed WITH allowed cause Length of US Enrollment – Period in days added for Codes 1-3 Length of US Enrollment – Code 7 now applies to ALL Non-Immigrant students Foreign Exchange – Note added that reporting Foreign Exchange students is required Instructional Program – Note added re methods of provision where applicable Scenarios duplicating information provided in FAQs removed Scenario 2 updated to reflect changes in reporting of PK students Scenario 5 simplified Scenario removed re not reporting students brought to US before age 3 – no longer applies Scenario 9 – broadened to include all Immigrant students without regard to age at entry Scenario 10 – added that Instrument would be 7 "N/A" for English-only Immigrant student Scenarios for Unusual Assessment Situations updated to reflect changes in Codes FAQs – FAQs for issues addressed elsewhere removed FAQ #1 – FAQ re Foreign Exchange students updated FAQ #2 – References to age at time of arrival to US removed for Immigrant Students FAQ #4 – Clarified, with guidance for Nonpublic Choice schools updated FAQ #6 – Process for requesting New Language Code changed, link added. FAQ #8 – Edited for clarity, and change regarding status of Choice schools FAQ #9 – Edited for clarity FAQ #10 – NEW - Important new guidance for students not assessed Links updated as needed
	Start of 2013-2014 Collection
11.16.12	Audience: Optional for Accredited and Choice Nonpublic Schools Definitions: English Learner, definition updated Definitions: Home Language Survey, definition added Instructions: LM-STN Reconciliation Report added Collection Window: Dates updated Grade Level: PK reporting now required only if Immigrant Student English Proficiency – Code 8 added English Proficiency – Reference to "Levels of Proficiency" table removed Instrument Used – Use of Code 4 "Other" modified & explained Instrument Used – Code 9 "Assessment Incomplete" added Foreign Exchange – Required field but submitting FE students is optional ESEA Title I Program – Notes expanded for clarification Scenarios 1, 2 replaced; scenarios 3, 5-9, updated "Scenarios for Unusual Assessment Situations" added FAQs repeating guidance given in Scenarios removed FAQs 1, 3, 7, updated Links updated
	Start of 2012-2013 Collection